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ABSTRACT

Following a decade of growth in the size and variety of Wisconsin's ethnic minority communities, a study by the University of Wisconsin-Oshkosh (UW-O) indicated need for a program to train teachers and human service professionals in the culture, traditions, and values of ethnic minority groups. Under a 1-year Ethnic Heritage Grant, UW-O established a Cultural Training Center program designed to do this by combining activities of community agencies in minority communities and a university multicultural center. The basic operational plan for all training centers included: (1) an orientation and planning session for all those collaborating on the student seminar and model for dissemination; (2) an all-day 2-week student seminar on minority culture, traditions, and values; (3) a 1 to 10 week all-day field experience for students in minority communities with minority agencies and schools, to help them understand the cultural glue that holds minority communities together; (4) a 2-day cultural retreat in which students are taken to an isolated campsite and totally immersed in minority culture(s); and (5) final on-campus appraisal sessions in which students begin to process what they have learned about themselves and others and plan how to use this ethnic learning in their professional lives. (CM)

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THE CULTURAL TRAINING SEMESTER

A Model Field-Based Program in Multi-Cultural Education for Non-Urban Universities

ED204039

9th Annual Conference on Minority Studies

ETHNICITY: ECONOMICS AND HUMAN RIGHTS

New Mexico State University

Las Cruces, New Mexico

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BACKGROUND

American society will continue to be "short-changed" as long as its citizens allow universities to graduate students without any meaningful ethnic interaction. Works by Robert Rosenthal and Leonore Jackson, James S. Coleman, and James Banks have indicated the significant roles which are played by teachers and "significant others" in the transmission of values and in fostering a positive image of oneself and one's culture. Other studies have documented the national tragedies that have occurred and continue to occur when cultural training is omitted. Cross-ethnic understanding is thus too important to the welfare of this country to allow it to happen by chance or to limit it to a passive university course.

One dimension of expressed national need is the lingering and persistent problem of racial bias and discrimination across the United States that is glaringly exemplified in school desegregation litigation. The long attempt at ending separate schools, that was begun by the U.S. Supreme Court in the 1954 Brown v. Topeka decision and that is still being fought in federal courts across the country, speaks eloquently to the needs which are addressed in this proposal.

Ethnic interaction needs to be accomplished through a planned program which is designed to reduce biases, prejudices, and stereotypes. The National Council for the Accreditation of Teacher Education recognized this need for cultural training when it added a new Standard in Multicultural Education that must be met by all of its member colleges and universities during this decade. In addition, the still controversial Bilingual Education Act requires school districts to recognize the languages and cultures of linguistic minorities.

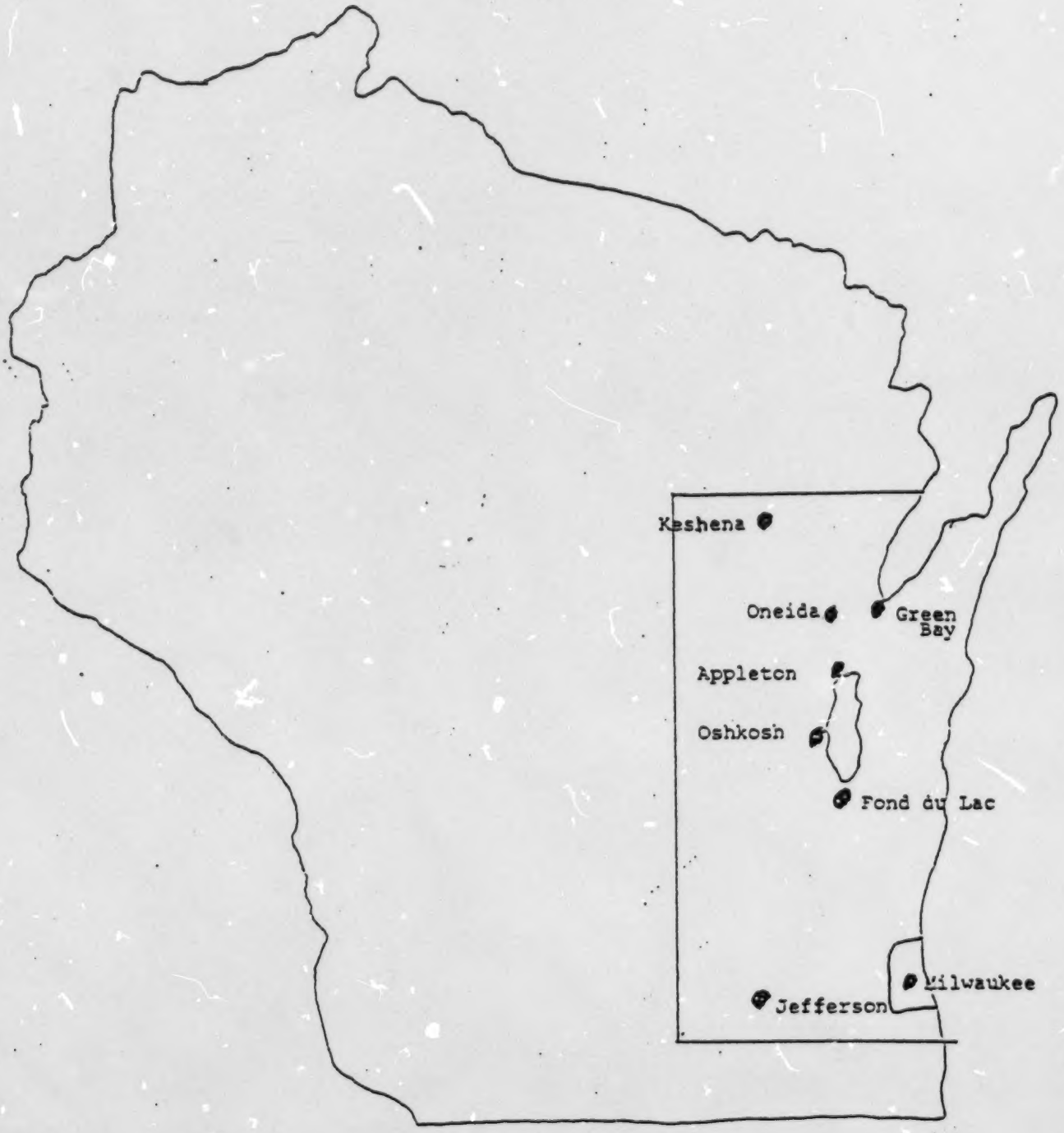
The need for a model program of cultural training, which can be broadly disseminated throughout the United States, is great. There appears to be no such nationally-disseminated conprehensive program that concentrates on cultural pluralism in the context of regular, predictable training. Further, there appears to be nothing on the current national scene which provides practical cultural learning experiences as prescribed by the proposed Cultural Training Center program.

It is the expectation of this program that a successful model will be developed, implemented, and disseminated so that significant numbers of Americans will come to appreciate the culture, traditions, and values of their ethnic minority group neighbors.

The service region of the University of Wisconsin-Oshkosh includes the thirteen Wisconsin counties which are located in Cooperative Educational Service Agency Districts 8, 9, 10, 13, 16, and 19. (See Figure 1, P. 3) This area has been characterized by a decade of growth in the size and variety of its ethnic minority communities. Four of these groups are steadily increasing with the impact of their presence far outweighing their numbers.

The Oneida Indiana Reservation represents a major need within this service area. Two years ago, after years of confrontations and complaints, the frustration of Oneida children, who had been attending schools in four districts which are adjacent to the reservation, reached its zenith. These children walked out of these schools and demanded their own schools. Their parents have now leased the Sacred Heart Seminary (which was itself the scene of violent inter-ethnic confrontations in the 1970's) and have started the Oneida Indian School that emphasizes Indian culture, values, and traditions.

CULTURAL TRAINING CENTER: C.T.C.



Wisconsin: Project Area to be Served

Figure 1

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North of this area, the Menominees have had similar problems and confrontations and have also abandoned the neighboring public schools and started their own within their reservation.

Recently, many Indo-Chinese have permeated the entire Fox Valley. The city of Appleton, 19 miles north of Oshkosh, has the third largest concentration of Hmong peoples in the United States and more than 50% of one Appleton Headstart Program is now Hmong. The UW-Oshkosh Human Relations Program has received numerous requests for tutors for these newly-arrived pupils. Usually the teachers state that they have no idea how to teach the children or what cultural traditions should influence their learning. In June 1980 one professor was given a small summer grant to plan a comprehensive program that could be used by UW-Oshkosh student tutors as they volunteer in the various schools.

In Fond du Lac and more recently in Manitowoc, the media gave extensive coverage to the conflict between the newcomers and some residents. These conflicts included city council sessions in which councilmen proclaimed that the newcomers were not welcome. Despite the hostility of some local citizens, the Indo-Chinese continue to come to this area because there are others of their culture in the Fox Valley and because English as a Second Language classes are available in the high schools and technical schools.

Milwaukee, the largest city in Wisconsin, is 80 miles south of Oshkosh. Many UW-O students are from Milwaukee county and many return there for professional work. Milwaukee is under a federal school desegregation order and has started a massive busing program to achieve mandated quotas for integrating black and white children. The hostility and resistance that have characterized this and previous actions color much of the news in the area since the city is the cultural center for this part of the state.

In 1966 UW-O had only 5 black students. Two years later the campus received national attention when 100 newly-recruited black students vandalized the administration building in frustration over the pervasive denial of their culture which they found on this campus and in the community. In this decade the black population throughout the Fox Valley has grown yearly as blacks have moved north from Milwaukee. Two multi-national companies in the area and UW-O have been the source of most of this migration. In 1979, one area television station did a series on the black community in the Fox Valley. The interviews highlighted that, while most have bought homes and are raising families in the Fox Valley, they continue to feel the cultural isolation which is experienced by the other minority communities.

Black parents in Oshkosh have complained privately and officially about the schools and have often moved their children from school to school to escape intolerable situations which were based on racial stereotypes and disrespect for their culture and traditions.

A tremendous source of hostility toward blacks was generated in recent weeks when the state of Wisconsin revealed its plans to convert half of the local mental health institute into a medium-security prison. Community groups have met and protested and assembled petitions against this action often citing the "undesirable" people who would move into the area to be near their prison relatives or to seek prison jobs. A particularly disturbing occurrence has been the growing presence in the area of a para-military hate group that has reported plans to take the law into its own hands to "protect" the area against outsiders!

Latinos in the area are primarily Mexican or Cuban. Because the Fox River Valley is the home of several major canning factories, the area is one

of the major tributaries of the national migratory stream. For more than two decades, Mexican migrants have come to area schools and agencies in the fall and again in the spring. Some have settled-out and become permanent residents.

In 1980, Fort McCoy in Sparta became a major resettlement camp for Cuban refugees. Some of them have now settled in the Fox Valley and special classes have been developed for them at the Fox Valley Technical Center campuses in Appleton and in Oshkosh. Recently a lead article in the Oshkosh Daily Northwestern quoted Dr. Nicanor Gutierrez, a Cuban UW-O professor who worked in the camp and in the area, as he discussed the blatant racism which these new Americans found.

The UW-O Multicultural Education Center (MEC) engaged in a three-month survey in preparation for a one-year proposal which is presently being implemented. MEC staff interviewed teachers and agency staff concerning the need for a Cultural Training Center. They also sent a questionnaire to seek data on desired course work and requirements. (These data are available at the MEC office at UW-Oshkosh.) The study found that within the service area there exist a large number of community-based, service-oriented programs which provide services to those in need, particularly the minority groups cited above. The conclusions which were drawn from this survey again support the need for a Cultural Training Center. Minority leaders who were surveyed gave strong endorsements and promises of commitment and participation.

The Cultural Training Center Model

The Cultural Training Center is an umbrella program from which a new approach to training teachers and human service professionals will emanate. This approach, which was begun under a one-year Ethnic Heritage Grant, will assist community agencies in minority communities in combining their activities with those of a university multicultural center to have the greatest impact on the training of teachers and human services personnel.

In 1971 the State of Wisconsin initiated a mandated Human Relations Code, Administrative Code 3.03 (1) (B), that must be met by all students who graduate from a teacher-education program and seek initial certification. It is modeled after the Minnesota Human Relations Code, but is limited to applicants for initial certification. The six points of this code are:

1. "the development of attitudes, skills, and techniques so that knowledge of human relations, including intergroup relations, can be translated into learning experiences for students."
2. "a study of the values, life styles, and contributions of racial, cultural, and economic groups in American society."
3. "an analysis of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on the experience of the majority and minority groups."
4. "structured experiences in which educators have opportunities to examine their own attitudes and feelings about issues of racism (and sexism), prejudice, and discrimination."
5. "direct involvement with members of racial, cultural, and economic groups and/or with organizations working to improve human relations, including intergroup relations."

6. "experiences in evaluating the ways in which racism, prejudice, and discrimination can be reflected in instructional materials."

The UW-O program to fulfill this requirement includes a list of approved courses through which the student might fulfill one or more of the code points and a required 30-hour field experience. The latter has most often occurred via isolated, individual tutoring. The human relations component, as prepared in this document, will provide an excellent model for fulfilling this requirement. One of the co-directors of the Cultural Training Center, who is President of the Wisconsin Human Relations Directors and Staff Association, is aware that many state institutions are seeking a better model for their multicultural programs.

The faculty of two graduate programs in education at UW-O, the Master of Science in Teaching-Elementary Education and the Master of Science in Curriculum and Supervision, have been trying to generate support for areas of specialization in multicultural education. This is largely in response to the needs of the new populations in this region and to the role of the college of education and human services as the major source of teachers and inservice training for the area. Faculty of both programs have indicated that, since they are in the initial stages of their planning, this is an excellent time to establish linkage with the Cultural Training Center. This, they believe, will provide them with an excellent opportunity to enhance theory with practice. Most of their students are presently teaching in area schools, but because of the drop in teacher demand, most of the graduate students are members of older faculties who have had little or no cultural training or experiences. Yet it is these older faculties who are required to teach or teach about the new and/or more culturally-aware minorities.

The College of Education at UW-O recently expanded its concepts and offerings to include the area of human services. The Human Services program trains persons in helping and support services beyond the classroom setting. There are many common goals of the Ethnic Heritage Program and the area of Human Services. Human services personnel are supportive of the role that a Cultural Training Center program could play in its dual responsibilities.

Finally, the College of Education and Human Services is involved in a Teacher Corps project that is working with migrant and settled-out Hispanic persons in a small rural school system in the service region and is developing a Title VII Bilingual Training proposal to provide a year of training for Indo-Chinese parents who wish to become teacher aides in the Appleton Public Schools.

(See Figure 2) These programatic and certification needs were combined with those of the area and nation to identify the following objectives:

1. Participants will demonstrate awareness of the culture and traditions of four ethnic minority groups in Wisconsin.
2. Participants will identify myths, stereotypes, and forms of discrimination that are operant in the UW-Oshkosh service area.
3. Participants will experience the traditions, values, and cultures of Wisconsin ethnic minority groups.
4. Agencies and groups that work in minority settings will have a viable means of influencing the professional preparation of teachers and human services professionals.
5. Participants will fulfill the requirements of the Wisconsin Human Relations Code in an integrated program of instruction and field work.
6. Multicultural education will be institutionalized as an area of emphasis in the professional preparation of teachers, human services professionals, and educational leaders.

The College of Education and Human Services identified those agencies which were 1) visible in minority communities, 2) multi-ethnic in composition, 3) apparently well-received by the communities, and 4) interested in extending their influence to the preparation of sensitive professionals. A program and activities were cooperatively developed to help professionals in this geographic area to understand the culture and traditions of four ethnic minority groups who are found in East Central Wisconsin: Hispanic, Indo-Chinese, Indian, and Black. The program and activities would comprise an ethnic training center to be housed in the University Multicultural Center (see Figure 2). In order to make cultural training available to as wide an audience as possible, the center offers cultural training during three time periods of the university calendar as follows:

The Cutlural Training Semester . . . . . Fall and Spring

The Cultural Training Mini-Semester . . . Fall Interim Session/
Spring Interim Session

The Cultural Training Summer Semester . . Each 8-Week Summer Session

The three basic components of the plan of operation are designed to fit the programs of students of the University of Wisconsin-Oshkosh.

A. The Pre-Service Component - Human Relations Training

Fall Interim Session - Spring Interim Session

(Undergraduate Students)

B. The In-Service Component - Cultural Training Summer Session

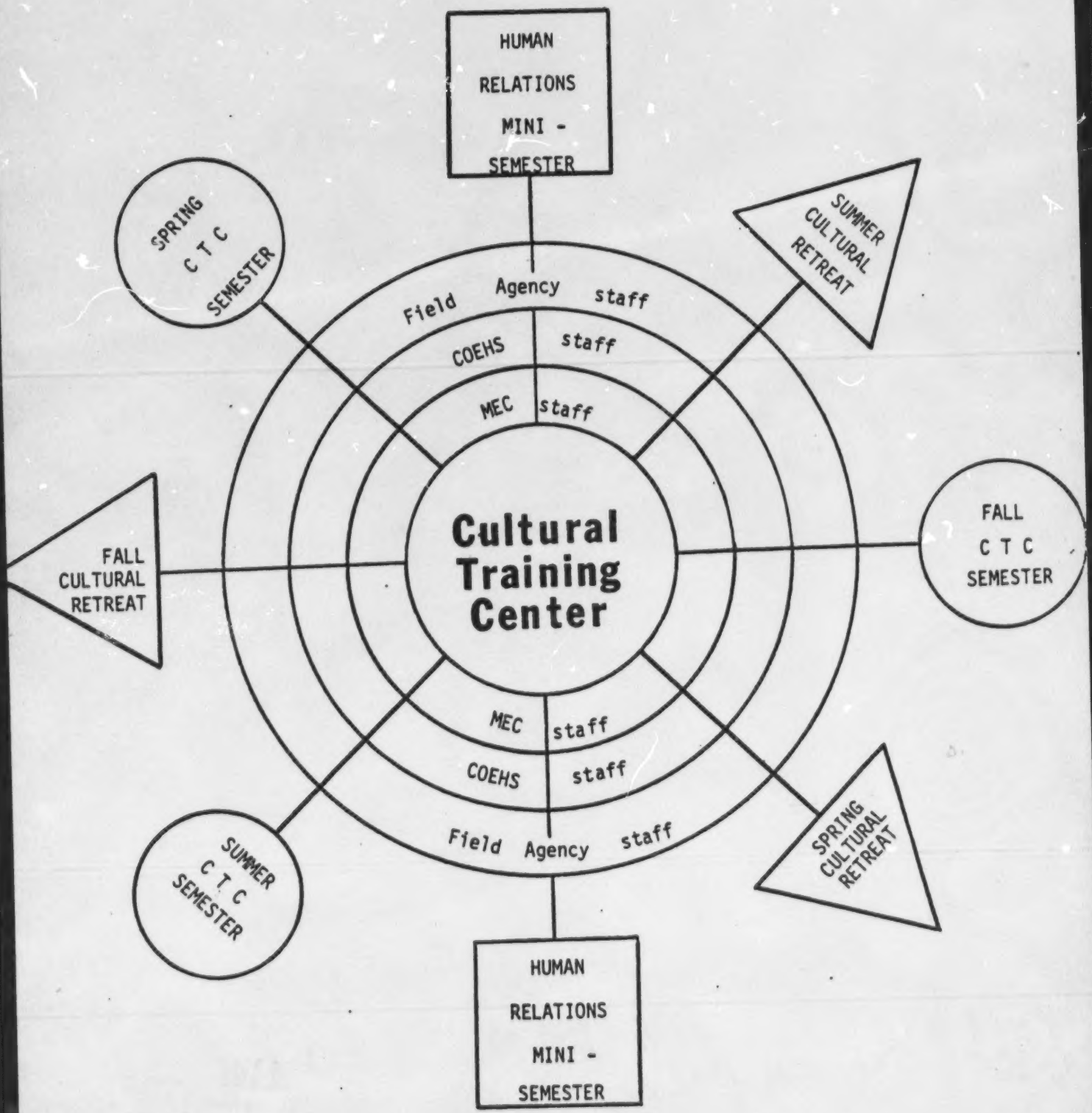
(Graduate Students)

C. The Specialization Component - The Cultural Training Regular Semester

Fall and Spring Semester

(Graduate & Undergraduate Students)

Point 5 of the Wisconsin Human Relations Code requires hands on experience with racial and ethnic groups and/or with agencies that work with them. The


HUMAN RELATIONS MINI - SEMESTER
SPRING C T C SEMESTER
SUMMER CULTURAL RETREAT
Field Agency staff
COEHS staff
MEC staff
Cultural Training Center
FALL CULTURAL RETREAT
FALL C T C SEMESTER
MEC staff
COEHS staff
Field Agency staff
SUMMER C T C SEMESTER
SPRING CULTURAL RETREAT
HUMAN RELATIONS MINI - SEMESTER

major difficulty that the UW-Oshkosh College of Education and Human Services and similar institutions have experienced has been providing authentic field experiences related to minority cultures. This part of the project allows the COEHS to meaningfully implement this requirement for a number of its majors by using the three-week winter interim in January and the three-week spring interim in May. These two open periods are used to implement a cultural training mini-semester specifically designed to fulfill this requirement in a highly relevant mode. Cultural Training Center interns will have a two-week all day seminar at the Multicultural Center and are then transported by university van to exemplary schools in multicultural communities in or near the university's service area. Here they learn first-hand how what they have learned about the culture can be effectively used in an educational program.

A campus appraisal session at the end of the field experiences completes the work of the mini-semester of cultural training. Because students have no other classes during these three weeks, they can fully devote their time to the cultural training. Students participating in the mini semester are invited to participate in the next regular semester cultural retreat.

The demand for beginning teachers is now less than it has been for more than a decade. This decline will continue, with perhaps a brief up-turn, into the 1990's. As populations and the social climate change there will be an increasing need to retrain experienced teachers to implement new social goals and programs. This is particularly true in multicultural education since there is overwhelming evidence that teachers have often been ill-prepared to pass on the cultural norms, traditions and values of groups other than their own.

Summer opportunities for multicultural training will be provided for inservice teachers. Two weeks of intensive course work in the culture,

norms, values and tradition of four cultural groups will be provided at the multicultural center. These teachers will then be placed in a multicultural agency of school program for a five-week field experience. At the mid point of the summer semester (week number four) each intern will participate in a weekend cultural retreat of total immersion in minority culture(s). A week of appraisal sessions will be held at the end of the experience so teachers may work with staff to plan how they will use the cultural information in their classroom or jobs in the fall.

Three COEHS program clusters have made commitments to develop areas of multicultural specialization within their degree programs that will use the cultural training semester as its core. The three programs and their areas of interest are described below:

The elementary-secondary education program will allow students to use the cultural training semester as the core of a 22-credit individually planned minor in multicultural education. Some work in this area has already begun under the one-year grant. With increased advertising and inclusion in the university schedules, it should attract from 10-20 students annually.

The elementary-secondary program cluster has discussed for several years the possibility of adding a multicultural track to its MST degree. This will be pursued with renewed vigor under the new cultural training center program.

The Human Services program is the newest degree program in the College of Education and Human Services. Since its inception, the program has planned to add, at some later time, a multicultural track.

The director has enthusiastically supported the development of this proposal and the earlier one-year proposal believes that the cultural training center will be effective vehicle for training human services professionals who have extensive knowledge of the current and past traditions of the minority communities which they will serve.

The curriculum and supervision (graduate) program was granted its entitlement by the UW System Board of Regents with the expressed understanding that it would prepare curriculum leaders for ethnically diverse communities. Its catalog description specified that it will offer preparation that is relevant for black, chicano and native American populations. The project proposer has met on several occasions with the entire staff of the program and they have voted to develop an area of specialization that will use the cultural training semester as its core.

The foreign language department has been working cooperatively with the elementary program to develop a program for ESL certification. While no definite commitments have been made, the department chairman has met with the grant writing committee and expressed much interest in incorporating the CTC in whatever ESL program is developed.

In summary, the basic plan of operation for all of the cultural training center programs includes:

1. Orientation and planning session for the Multicultural Center staff, COEHS professors and community consultants who will collaborate on the student seminar and the model for dissemination.
2. An all day two-week seminar for students on minority culture, traditions and values that immediately precedes the field experience.
3. A one-ten week all day field experience for students in minority communities and with minority agencies and schools that will help them to understand the cultural glue that holds each minority community together.
4. A two-day cultural retreat in which the student is taken to an isolated campsite and totally immersed in a minority culture(s).
5. Final on-campus appraisal sessions in which the students begin to process what they have learned about themselves and others and plan how they will use this ethnic learning in their professional lives.

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Cultural Retreats are designed to introduce participants to selected aspects of the lifestyles and experiences of minority groups and individuals in the United States. The purpose is not to teach participants what it is to be Black, Hispanic, or Indian; rather, Cultural Retreats seek to provide exposure to those subcultural realities and to stimulate inquiry. Cultural Retreats employ discussion, demonstrations, simulation games, speakers, confrontation exercises, and the diversity of the participant group itself to encourage discovery, accomodation, sharing and caring, and honest, introspective inquiry.

The basis of any educational program rests in its statement of objectives. These objectives, in turn, determine to a large extent the structure of the program. Activities can be planned with one, a few, or all of the following objectives in mind. We have found that it is better to overplan the time available during the weekend. We then have the option of choosing activities in deference to the needs of the participants.

Cultural Retreats provide a unique opportunity to:

1) Increase awareness and heighten sensitivity to and among minority subcultures;
2) Experience selected aspects of minority subcultures (i.e., music, cuisine, personal, social, and creative expression, etc.);
3) Explore differences and similarities between cultures (gain an understanding of the mechanics of culture);
4) Explore and contrast cultural values;
5) Confront myths, stereotypes, and prejudices;
6) Open channels of communication between people of diverse backgrounds;
7) Clarify the roles necessary for the attainment of cultural pluralism (multiculturalism);
8) Develop a sense of personal historical responsibility and affirm our basic, commonly-shared humanity.

Cultural Retreats should be designed with enough structure to clearly illustrate goals and define direction, but also with enough flexibility to allow for spontaneity and creativity. What follows is a schedule that accounts for an off-campus Cultural Retreat for a weekend (Friday evening to Sunday afternoon) Retreat.

Friday

4:00-5:00 p.m.	Depart Oshkosh; arrive at site
5:30-6:00 p.m.	Orientation session
6:00-7:30 p.m.	Cultural Dinner
8:00-10:00 p.m.	Cultural Activities
10:00-12:00 p.m.	Free Time
12:00-	Quiet period begins

Saturday

7:00-9:00 a.m.	Breakfast
9:00-12:00 noon	Awareness activities
Noon-1:00 p.m.	Lunch
1:00-3:00 p.m.	Cultural Activities
3:00-6:00 p.m.	Free time
6:00-7:30 p.m.	Cultural Dinner
7:30-10:00 p.m.	Social activities
10:00-12:00 p.m.	Free time
12:00-	Quiet period begins

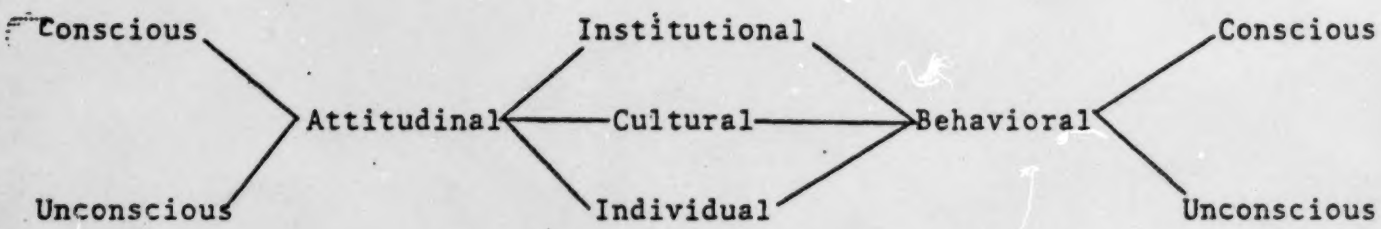
LECTURE OUTLINE-RACISM

I. Kinds of racism
   A. Institutional
      1. Education
      2. Economics
      3. Health Services
      4. Housing
   B. Cultural
      1. Music
      2. Religion
      3. Standards, needs, norms
      4. Aesthetics
      5. Language
   C. Individual
      1. Attitudes
      2. Behaviors
      3. Socialization
      4. Self-interest
      5. Interaction

II. Levels of racism
   A. Conscious level
      1. Institutional racist attitudes
         a. Belief in limited intellectual abilities of minority children
         b. Belief in stereotypes shown in media
         c. Belief that Affirmative Action is reverse racism
      2. Institutional racist behaviors
         a. Discrimination against minority home buyers by real estate groups fearful of panic selling by whites
         b. Busing of black children to white schools
         c. Use of quota systems; tokenism
      3. Individual racist attitudes
         a. Belief in white supremacy
         b. Belief that minorities are genetically inferior
         c. Belief that Native Americans are savages or alcoholics
      4. Individual racist behaviors
         a. Bombing of black churches; lynching of black people
         b. Use of racial epithets
         c. Refusal to integrate or bus white children
   B. Unconscious level
      1. Institutional racist attitudes
         a. Assumption that white personnel can meet the needs of all the people in the institution but that minority staff members can deal only with the needs of other minorities
         b. Disregard of minorities' needs in developing products (flesh-colored bandages for white people only).
         c. Disregard of minority cultural perspectives in developing standardized tests.

2. Institutional racist behaviors
   a. Destruction of minority housing in urban renewal to make way for commercial facilities or upper-income housing
   b. Teaching of white American history
   c. Consent to the deaths of 500 minority children each year because of lack of proper clothing, shelter, and medical facilities
3. Individual racist attitudes
   a. Belief in melting-pot theory
   b. Denial of racism ("When I see black people, I don't see their color - people are people.")
   c. Belief that all people are treated equally in the U.S.
4. Individual racist behaviors
   a. Laughter at racist jokes
   b. Business dealings with racist companies
   c. Use of anti-black, pro-white language ("black lie", "white lie")

CHART



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CULTURAL RETREAT EVALUATION

This evaluation instrument is designed to give you an opportunity to express your views of this Cultural Retreat.

Your feedback will enable us to more effectively meet the needs of future participants.

Circle the number on the scale beside each question which best describes your impressions. Note that the scale ranges from the extremes of 1, "strongly disagree", to 5, "strongly agree." Scale values 2, 3, and 4 represent shading between these extremes.

Other questions may be answered by a written response, or by placing a check near the appropriate answer.

Thank you for your cooperation.

KEY:

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

1. The orientation session was informative.	1 2 3 4 5
2. As a result of this Cultural retreat, I have a better insight into the lifestyles of at least one ethnic group.	1 2 3 4 5
3. As a result of this Cultural retreat, I have a clearer understanding of the challanges facing minority students in higher education.	1 2 3 4 5
4. As a result of this Cultural retreat, I have explored differences and similarities between cultural groups.	1 2 3 4 5
5. As a result of this Cultural retreat, open channels of communication between people of diverse backgrounds was experienced.	1 2 3 4 5
6. The Cultural retreat explored and contrasted cultural values.	1 2 3 4 5
7. The Cultural retreat developed a sense of personal historical responsibility and affirmed our basic, commonly shared humanity.	1 2 3 4 5
8. How would you improve the Cultural retreat?	
9. How would you rate the social activities during the Cultural retreat?	1 2 3 4 5
10. How would you rate the cultural activities during the Cultural retreat?	1 2 3 4 5
11. The workshop leader was well versed in the subject matter presented.	
a. Dr. Terry Irby's presentation	1 2 3 4 5
b.	1 2 3 4 5
c.	1 2 3 4 5
d.	1 2 3 4 5
e.	1 2 3 4 5
12. The retreat participants were given the opportunity to get involved.	1 2 3 4 5

13. Were the discussions during the Cultural retreat stimulating? 1 2 3 4 5

14. What was the overall rating of the Cultural retreat?

Excellent ____ Good ____
Fair ____ Poor ____

15. Please list your recommendations for future guest speakers.

Additional Comments/Suggestions Section

PERSONAL DATA

Please indicate your answer by placing a check on the appropriate line.

AGE 17-23 _____

24-30 _____

31-40 _____

41 or above _____

SEX Female _____ Male _____

MARITAL STATUS Single _____ Married _____ Other _____

WHAT IS YOUR MAJOR? _____

YOUR STATUS Freshman _____ Junior _____

Sophomore _____ Senior _____